

NEWS FOR  
EDUCATOR  
PREPARATION  
PROGRAMS AND  
ALTERNATE  
ROUTES

# Educator Quality Update

VOLUME 4, ISSUE 1

WINTER 2010

## Happy New Year!

We hope you enjoyed a restful holiday season and that the new semester is off to a great start. Please take a few minutes to read through this newsletter to find out what's happening at the state level in education and news that may impact your program or your candidates. You might also consider posting this newsletter for yourself or your colleagues. We hope that you'll let us know if you have any topics or questions you'd like us to cover in future issues. Specifically, we'd love to begin using this space to showcase best practices in educator preparation in Vermont, so let us know if you have something to share. Best wishes in the New Year!

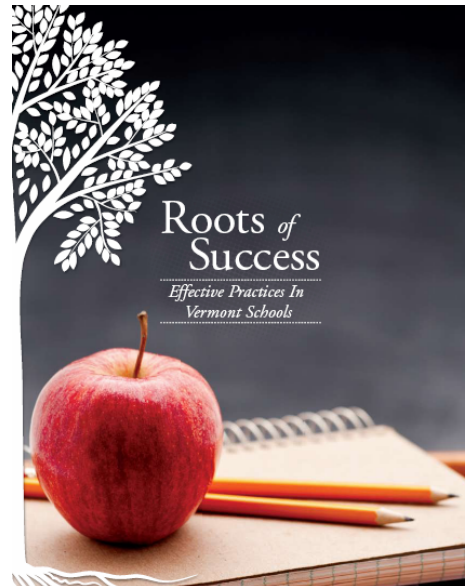
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## The Achievement Gap In Vermont

Interested in discussing the achievement gap in Vermont with your candidates? Read this! *Roots of Success: Effective Practices in Vermont Schools.*

The Vermont Department of Education, with the help of an advisory panel representing K-12 schools and higher education, studied what it takes for schools—and therefore students, particularly low-income students,—to succeed. A combination of quantitative and qualitative research methods was employed to identify the characteristics common to effective schools. Through a large-scale survey of more than 2,000 Vermont teachers in 87 schools across the state as well as intensive site visits to three schools that are “beating the odds” (schools whose Reading and Mathematics scores on state assessments defy expectations and exceed those of other schools with similar demographics), the panel discovered a set of attitudes and beliefs as well as specific school practices that are associated with student, particularly low-income, success. These characteristics form the foundation for school effectiveness and are essential to ensuring that all children, regardless of background or socioeconomic status, reach their full potential.



You can access the complete report and supplemental materials as well as a variety of tools designed to help you reflect on the findings at: <http://rootsofsuccess.wordpress.com/>.

## Program Assistance

Assistance is available to institutions and programs throughout the ROPA process. Marilyn Richardson serves as the Department's liaison to higher education institutions and is available to meet with programs as they prepare for a visit. You may also contact Marilyn for assistance in writing the Design Document for new program visits, the Institutional Portfolio, or the Two-Year Report. Marilyn can be reached at [lilliplantings@hotmail.com](mailto:lilliplantings@hotmail.com) or (802)425-2391.



## Creating a Career Continuum

The Vermont Department of Education has recently begun to collaborate with the five other New England states to improve and coordinate educator recruitment, preparation, licensing, induction and mentoring, evaluation, professional development, and career development processes. This effort is called the New England Collaborative for Educator Quality and Effectiveness and will begin by developing a common definition of teacher effectiveness and foundational teacher licensing standards. Depending on the outcome of this initial work, Vermont will continue with the collaboration or on its own address the various goals outlined below.

- Adopt **definitions of teacher and leader effectiveness** that include appropriate measures of student achievement outcomes that will be linked to individual teachers and/or teams of teachers and their leaders via the evaluation process.
- Align teacher and administrator licensing **standards with these definitions**. Create **rubrics** that identify performance expectations vis-à-vis the licensing standards at different stages of an educator's career

The career continuum will then evolve to include:

- **Revision of educator preparation program requirements** to ensure that they are aligned with these licensing standards and that they emphasize school-based applied learning experiences.
- **Revision of licensing regulations** to align with a developmental understanding of professional practice, including **adoption of performance assessments** for initial licensure, professional licensure, and advanced certification.
- **Development of statewide mentoring and induction requirements** based on licensing standards, supports for effective local mentoring and induction programs, and implementation mechanisms to ensure that the requirements are followed.
- **Development of statewide evaluation guidelines or structures** based on licensing and relicensure standards. Such guidelines will inform school and district professional development planning, identify areas of need for individualized support, and distinguish differential performance for purposes of advancement, compensation, and exit from the profession.
- **Creation of a statewide professional development plan** to coordinate and leverage professional development resources in order to ensure effective, standards-based, professional development practices throughout all schools and districts in the state.
- **Recruitment and support for effective teachers** in transitioning to leadership roles.

A steering committee, including representation from VCTE, VPA, VSBA, VT NEA, and the VSA met in December to provide the Department with initial feedback on the proposed definition for an effective teacher. Both the VSBPE and this committee will continue to meet with the Department over the next year to guide our work. **If you are interested in joining the steering committee, please let us know!** You can contact Mary Beth McNulty at [MaryBeth.McNulty@state.vt.us](mailto:MaryBeth.McNulty@state.vt.us) or Anne Bordonaro at [Anne.Bordonaro@state.vt.us](mailto:Anne.Bordonaro@state.vt.us).

## Transcript Review Forms Update

A number of institutions and programs are now using some version of the DOE's transcript review forms when conducting their own transcript reviews for entering post-baccalaureate or graduate students. These forms can assist programs to quickly determine if candidates have met the knowledge requirements in the area to which they are seeking licensure.

Please be aware that these forms do not include the complete endorsement requirements that programs are expected to assure that their candidates possess. The DOE forms were not designed with this in mind. You may find it most useful and appropriate to create your own intake form using the endorsement directly. We are also happy to provide you with the endorsement note taking forms that ROPA Review Team members use during visits. You may contact Rebecca Otis with a list of the program areas you need forms for.

NOTE: The DOE has revised its English transcript review form to more accurately reflect the endorsement. You can access the transcript review forms at: <http://education.vermont.gov/new/html/licensing/forms>.

# What Online Tools Are Your Candidates Using?

Looking for new resources on the web for your candidates to explore? The following are some of the free online tools that teachers can use in their classroom or for professional development.

**Bloglines:** A free Web-based “reader” that lets users capture and aggregate up-to-the-minute feeds from blogs and news sites of their choice. Users can also clip and save items of particular interest.

**Delicious:** A prominent social-bookmarking site that lets you organize and share Web pages and find out what Web sites others are using in topics of interest to you.

**Diigo:** A social-reading tool that helps you organize and share bookmarks, as well as highlight and annotate portions of Web pages. (*Check out the sticky note feature!*)

**Edtags:** A social-bookmarking site that caters specifically to educators. Funded by Harvard University.

**Edublogs:** A free blogging platform exclusively for educators. Includes a discussion forum for member interaction and idea-sharing.

**Enggrade:** An online classroom-management tool for teachers that features an assignment calendar, grade and attendance books, and a private messaging system for teachers to communicate with each other as well as students and parents.

**Good Reads:** A social-networking site that lets users share book lists and recommendations. Includes a “groups” feature for users to discuss books around particular interest areas. (*Good for book clubs!*)

**Google Docs:** Allows users in different locations to share and work on the same documents. Works with Powerpoint, Word, and Excel document types, among others.

**Learn Central:** A new social-networking site for educators launched by Elluminate, known for its online-learning platforms. In addition to asynchronous collaboration tools, it offers “virtual meeting rooms,” and the availability of free webinar and presentation tools.

**Library Thing:** Enables you to catalogue books, as well as rate and review them. Also provides extensive library and reader information on all catalogued books, and connects you to users with similar reading selections.

**Ning:** Lets you create and join social networks formed around specific areas of interest (for example, [“The English Companion”](#)). Features include blogs, forums, and status and events feeds.

**Skype:** Software that allows users to make free phone and video calls over the Internet.

**Survey Monkey:** An online survey tool that helps you to collect and tabulate responses from a project group. Basic option, allowing up to 100 responses, is free.

**TeacherTube:** The teaching profession’s very own version of YouTube lets educators upload and share video clips.

**Twitter:** Using the popular “microblogging” tool, you can share ideas and observations, follow the progress of other educators, and report on conferences and presentations. (See: [“Teachers Take to Twitter”](#).)

**VoiceThread:** An online presentation program that allows users to post slideshows using a variety of media, while providing audio or text narrative. Viewers can also comment on the presentation using audio, text, or a doodling tool. (*A different way to promote a classroom dialogue.*)

**YackPack:** An audio-based collaboration tool that enables you to create and participate in virtual, members-only discussion groups. All messages are recorded, so discussions can be asynchronous.

**Wikispaces:** Easy-to-use platform that allows users to create basic Web pages that group members can collaboratively update and edit.

Originally Published: October 1, 2009 at: <http://www.teacherssourcebook.org/tsb/articles/2009/10/01/01ning.h03.html>

Teacher Professional Development Sourcebook, Vol. 3, Issue 1, Page 8

## Title II Reporting

Thank you to those of you who attended our November workshop on the changes you can expect to the Title II reporting process this year. As we shared, you will now be entering data into two separate data collection tools: one through ETS, and one provided by Westat but managed by the VT DOE.

We believe that everyone has registered now with ETS to enter your Title II data online. We know that ETS' greater capacity to collect data will support institutions and ourselves in meeting the new HEOA requirements. Sharon Virgin at ETS is the contact person for questions related to your report submission and website access. She can be reached at [Title2@ETS.ORG](mailto:Title2@ETS.ORG) or (609)683-2733.

The second IHE data entry tool, designed by Westat, is modeled after the reporting system the state uses to complete its Title II report. The VT DOE has reviewed the tool and believes that you will find it to be user friendly. We will still be responsible for overseeing the IHE data collection and will be the day-to-day contact during the data collection period.

The advantage to you using the report is that narrative information entered this year will be preloaded into subsequent years' reports which should minimize the burden to you. Pass rate files and contextual documents can also be uploaded into the system. There is no cost to using the system.

We will let you know when and how you can access this database. Rebecca Otis will be available to answer questions as you navigate the Title II report electronically. She can be reached at [Rebecca.Otis@state.vt.us](mailto:Rebecca.Otis@state.vt.us).

Finally, the following may assist you as you begin to complete your Title II report:

- When you are entering your data for the number of students who have been certified or licensed as teachers, by subject and area of certification or licensure, please remember to e-mail Glenn Bailey. Send him your list of program completers and he will forward you an Excel spreadsheet with who is or is not licensed in Vermont. Contact him at: [Glenn.Bailey@state.vt.us](mailto:Glenn.Bailey@state.vt.us).
- Definition of alternate route: **An alternate route is any approved program not run by an institution for higher education that recommends candidates for licensure.**
- The state considers a candidate to be **formally admitted in a preparation program** when the program begins counting the candidate's hours toward the 60 pre-practicum hours required for initial licensure.
- We have also established a Vermont definition for supervised clinical experience: **Supervised clinical experience is field experience required for initial licensure that is overseen by qualified faculty from the institution or program's staff.**
- We are waiting to understand if Vermont programs can respond to the teacher shortage requirements through maintenance of effort.
- In the event that you cannot provide data for this transition reporting year, we are requiring institutions to provide us with an explanation and a plan for collecting the data for the next report. **It is important to remember that these are federal, not state, requirements.**

We want to take this opportunity to thank you for your efforts in the past meeting these federal reporting requirements and to thank you in advance for your patience as we work to meet the new requirements. Rest assured that the VT Department of Education will be available to assist institutions and alternate routes throughout this transition period.

## VCTE Meeting Dates

The Vermont Council for Teacher Educators has scheduled their meeting dates for 2010. Please see below for meeting dates and available locations. For more information, email VCTE Communications Officer Greg Warner at [Greg.Warner@goddard.edu](mailto:Greg.Warner@goddard.edu).

**January 29, 2010 at Norwich University, Wise Center, Room 221**

**February 26, 2010**

**March 26, 2010**

**April 30, 2010**

**May 28, 2010**



## **VSBPE Adopts Policy on Low Performing Programs**

At its December 16, 2009 meeting the VSBPE formally adopted a definition for low performing programs. This definition is required for the Title II report. You can access the policy at: [http://education.vermont.gov/new/pdfdoc/pgm\\_prostandards/vsbpe/educ\\_vsbpe\\_policy\\_manual.pdf](http://education.vermont.gov/new/pdfdoc/pgm_prostandards/vsbpe/educ_vsbpe_policy_manual.pdf).

## **VSBPE Adopts Policy on Recommending Foreign Language Candidates in Alternate, Undergraduate, Post-Baccalaureate, and Graduate Degree Foreign Language Programs**

The VSBPE has adopted this new policy in order to promote a greater diversity of languages taught in Vermont schools. As you know, ROPA Review Teams review undergraduate major requirements in specific foreign languages to affirm that candidates are receiving strong preparation in their target languages. Review Teams do not, however, review the undergraduate coursework of candidates completing post-baccalaureate, alternate routes, and graduate programs in foreign language because candidates enter these programs having already completed their content area preparation. This new policy enables approved programs to make recommendations in a wider variety of languages than they have previously been authorized to do.

Please note that the Board recommends that all candidates entering post-baccalaureate, graduate, and alternate route foreign language programs meet state testing requirements in their target language prior to admission in order to demonstrate proficiency.

## **Meet a VSBPE Member**

The policies and regulations regarding teacher licensure and teacher preparation are made by the Vermont Standards Board for Professional Educators (VSBPE). This 13-member, teacher majority, policy-making board appointed by the Governor oversees the training, licensing and professional standards of teachers and administrators. Its overarching goal is the promotion of educator quality. We thought you would be interested to meet a few of your Board members!

**Stephanie Taylor** has served on the Board since 2007. Stephanie began her career in education in 2001 as a Library Media Specialist at Grand Isle School and North Hero School. During her 6 years there she also served as chair of the local standards board and president of the GISU Education Association. These experiences fueled an interest in school administration and in 2008, after one year at Mt Mansfield Union High School as Head Librarian and finishing up the necessary licensure requirements, Stephanie became the high school assistant principal at U-32 in East Montpelier. In addition to her work on the VSBPE, Stephanie represents Washington Central Supervisory Union and the Montpelier School District administrators on the Champlain Valley Regional Administrators Standards Board. Stephanie's other interests include reading, gardening, cycling, skiing - both alpine and Nordic, and, most recently, swing and salsa dancing.

**Bruce A. Richardson, Ed.D** was appointed to the VSBPE Board in 2007 as the Public Representative. He received his undergraduate degree from Johnson State, Masters from Keene State and Ed.D from UVM. He began teaching in Chester, later serving as principal of Chester-Andover Elementary School. Bruce has served as Superintendent of schools in Orleans Southwest SU and in 1988 was appointed Deputy Commissioner of Education. He became Associate Dean of Education at UVM in 1995. In 2000 he became Director of the Northeast Kingdom School Development Center at Lyndon State College. Although Bruce retired in 2006, he continues to serve a member of UVM's Graduate College working with EdD students. He also served as a member of the Hazen Union school board in Hardwick. Bruce currently lives in East Montpelier with his wife Joan where they continue to enjoy working in their gardens and watching their 7 grandchildren grow.

The Board meets once a month during the school year and all meetings are open to the public. For more information on meetings please check out: [http://education.vermont.gov/new/html/pgm\\_prostandards/vsbpe/vsbpe.html](http://education.vermont.gov/new/html/pgm_prostandards/vsbpe/vsbpe.html).



# Praxis Testing

Effective November 1, 2010, individuals seeking initial licensure, or an additional endorsement, in **English as a Second Language** or **Reading/English Language Arts Specialist** will be required to take and meet Vermont's passing scores on the following Praxis II tests:

Test Title	Title Code	Passing Score
English to Speakers of Other Languages	0360	570
Reading Specialist	0300	550

In July and August, multi-state standard setting panels were conducted by Educational Testing Service (ETS) to set standards for three regenerated world language tests. The standard setting studies included two expert panels for each assessment, comprised of teachers, administrators and college faculty. Vermont educators participated in both the Spanish and French panels.

Panelists reviewed the assessments to determine the job relevance of the items in the assessment (validity) and to estimate the difficulty of the assessment items for beginning educators. Panelists individually rated sample assessment items on each of these two criteria.

The regenerated tests are two hour tests which mean that individuals will now be required to take only one test, not two. The first national administration of the **Praxis World Language** assessments will occur in the fall of 2010. The current Praxis II tests in **French, German, and Spanish**, will be phased out, with the last national administration in June 2010 for German, and July 2010 for French and Spanish.

Regenerated Test Title	Title Code	Passing Score
World Languages: French	0174	162
World Languages: German	0183	163
World Languages: Spanish	0195	168

## Are your candidates having difficulties communicating with ETS?

It has come to our attention that some institutions and candidates are having an increasing number of problems with test availability, test registration, and with tests that have been canceled. The process for submitting a complaint to ETS is: complaints need to be received in writing no later than 7 business days after the administration. Complaints received after this period will not be accepted. Submit either by mail, fax, or email to:

### Computer-based tests

ETS—The Praxis Series

CBT Complaints

PO Box 6051 Princeton, NJ 08541-6051

Fax: 1-609-530-0581

### Paper-based Tests

ETS—The Praxis Series

Test Administration Services

Mail Stop 34-Q Princeton, NJ 08541-6051

Fax: 1-609-771-7710

E-mail: [praxis@ets.org](mailto:praxis@ets.org)

You're welcome to copy Linda Hendrickson at [Linda.Hendrickson@state.vt.us](mailto:Linda.Hendrickson@state.vt.us) so that we are aware of the problem.

## Licensure Reminder

Please alert any candidates who apply and receive their Vermont Level I license that they will need to renew it in three years. At the time of their renewal, they will need to document 45 hours of professional development per endorsement, 15 of which need to address the knowledge and performance standards of each endorsement being renewed.

# Two-Year Report Template

Have you struggled with how to respond to a Review Team's concerns succinctly? Have you cursed at the idiosyncrasies of Microsoft Word while trying to squeeze one more sentence into a table? Upon being reminded that your Two-Year Report is due, have you spent hours trying to dig up an electronic copy of the actual report? The Two-Year Report Template is here to help!

Over the last year, the VSBPE has piloted a template for the Two-Year Report to aid programs in responding to Review Team concerns and to streamline the Board's own efforts to review program updates. Carol Meyer, Bennington College, and Wendy Anderson, Peer Review, kindly "test drove" the template and provided the DOE with feedback. Both programs appreciated having the ROPA Review Team report concerns "pre-loaded" into the template and assisted the DOE in making the template less redundant.

We hope you will find that the template is user-friendly and that it saves you time. The DOE will email you a copy of the template several months prior to its due date or you can contact the DOE to expedite the process.

An optional Institutional Portfolio template is also available. Email [Rebecca.Otis@state.vt.us](mailto:Rebecca.Otis@state.vt.us) for yours today.

## Contact Information

Vermont Department of Education homepage: [www.education.vermont.gov](http://www.education.vermont.gov)

The licensing office accepts requests for information via e-mail to [doe-licensinginfo@state.vt.us](mailto:doe-licensinginfo@state.vt.us). E-mails must include a full name, complete mailing address, and telephone number with area code. The Licensing Office can also be reached at (802) 828-2445.

For information on Highly Qualified Teacher requirements please email [doe-HQT@state.vt.us](mailto:doe-HQT@state.vt.us).

Please contact Mary Beth McNulty at [MaryBeth.McNulty@state.vt.us](mailto:MaryBeth.McNulty@state.vt.us) or via phone at (802)828-5129 for information on the Results Oriented Program Approval (ROPA) process.

## Important Web Links

**ROPA Online! You may access the ROPA manual and Licensure Portfolio online at:**

[http://education.vermont.gov/new/html/pgm\\_prostandards/vsbpe/ropa\\_07.html](http://education.vermont.gov/new/html/pgm_prostandards/vsbpe/ropa_07.html)

**View the VSBPE Policy manual online at:**

[http://education.vermont.gov/new/pdfdoc/pgm\\_prostandards/vsbpe/educ\\_vsbpe\\_policy\\_manual.pdf](http://education.vermont.gov/new/pdfdoc/pgm_prostandards/vsbpe/educ_vsbpe_policy_manual.pdf)

**Transcript Review Forms online at:**

<http://education.vermont.gov/new/html/licensing/forms.html>

**View the Approved Program Grid online at:**

[http://education.vermont.gov/new/html/licensing/approved\\_teacher\\_prep.html#approved](http://education.vermont.gov/new/html/licensing/approved_teacher_prep.html#approved)

**The complete licensing regulations can be found online at:**

[http://education.vermont.gov/new/html/licensing/regulations\\_endorsements.html](http://education.vermont.gov/new/html/licensing/regulations_endorsements.html)

**Educator Licensing main page:**

<http://education.vermont.gov/new/html/maincert.html>

### New!

The Level I Licensure Portfolio and scoring rubrics are now online in Microsoft Word format:

[http://education.vermont.gov/new/html/pgm\\_prostandards/vsbpe/ropa\\_07.html](http://education.vermont.gov/new/html/pgm_prostandards/vsbpe/ropa_07.html)

## What did you think?

This newsletter was put together by the Department of Education's Educator Quality Division. Please let us know what else we can do to make this an effective tool in communicating information regarding educator preparation programs.

Please send feedback to [MaryBeth.McNulty@state.vt.us](mailto:MaryBeth.McNulty@state.vt.us). Thank you!